e-ISSN: 2620 3502 p-ISSN: 2615 3785

The features of interpersonal relations of children with intellectual disabilities

Amirsaidova Shakhnoza Mirsagatovna¹
¹Ph.D. Associate Professor, Tashkent State Pedagogical University named after Nizami
ABSTRACT

This article reflects the main problems and difficulties experienced by junior schoolchildren with intellectual disabilities in relationships with peers.

Keywords: interpersonal relations, children with disabilities, junior schoolchildren with intellectual disabilities.

1. INTRODUCTION

According to the modern trends of our society, we are coping with the task to intensively develop a socialized personality, ready for constructive interpersonal relations. This task possesses particular importance and specificity in relation to children with disabilities in terms of their socialization and integration into society.

The leading factors causing deviations in the development of personality with communication are shortcomings in the orientation of the child's position in communication and insufficient possession of the means of communicative activity, especially operational ones.

The combination of these factors represents the child's undifferentiated attitude towards the partner and towards the very fact of communication. Communication acts as a factor in the internal differentiation of the personality of a child with intellectual disabilities.

Research by I.S. Baghdasaryan stated that the child's intellectual disability leaves an imprint on all areas of his life, including interpersonal relationships and communication with parents and close relatives. Interpersonal relationships that have developed in a family with a mentally retarded child differ significantly from those in a family of normally developing children. The peculiarities and patterns of attitudes of mentally retarded children to their parents and close relatives are also due to impaired cognitive activity and the emotional-volitional sphere, microsocial conditions of their life.

Possessing a sufficiently large stock of words to build an utterance in order to establish communication with others, children with intellectual disabilities are limited in the possibilities of verbal communication, since the acquired speech means are not for satisfying the need for communication.

2. MAIN PART

By the time they enter school, all children with intellectual disabilities have limited experience of active and varied contacts with the social environment; accordingly, they may suffer from social and everyday skills. Most children with intellectual disabilities strive for communication, but in a narrow circle with close people, communication with adults.

Family and relatives are considered to be the most important medium in communication. The least important is the school environment and the classroom environment. At the beginning of schooling, children with intellectual disabilities do not show adequate activity, cognitive interest, and do not have value judgments.

Some of them simplistically use communication skills to attract the attention of teachers, which, in the absence of meaningful relationships, may indicate a dissatisfaction with the need for benevolent attention from close ones.

Joining a peer group is of great social importance for all children: the radius of social activity, the area of orientation expands, there is an opportunity in communication with others and through the reaction of others to know oneself, to form one's own personality. The very fact of establishing and developing relationships between children with intellectual disabilities and their peers is a necessary link in their socialization, which requires an atmosphere of social thought surrounding the child, external pedagogical support.

Psychologists reveal the peculiarities of communication of children with intellectual disabilities. For children with intellectual disabilities, the most typical is a situational appeal to other people. Even with stable interpersonal relationships, the predominant number of contacts is predictable, which is due to limited knowledge, insufficient formation of verbal communication, self-regulation skills when performing mental actions.

Younger schoolchildren with intellectual disabilities lack the ability to communicate which is necessary for social development: knowledge and skills in the field of interpersonal relations, ideas about the individual characteristics of people, arbitrary regulation of the emotional and behavioral spheres. In children with intellectual disabilities, there was a delay in the formation of social relations, in contrast to normally developing peers. One of the frequent phenomena of maladjustment is impairment or difficulty in communicating with peers.

They are expressed in the fact that the child is afraid of new contacts, avoids them, does not know

e-ISSN: 2620 3502 p-ISSN: 2615 3785

how to establish interpersonal relationships, does not learn and does not reproduce already formed communication skills. The communicative qualities of a person are delayed in development due to the difficulties that are associated with the inclusion of a child of primary school age in joint activities such as the failure to complete educational tasks. Therefore personal and business relationships between children with intellectual disabilities are built slowly and with certain difficulties.

Younger schoolchildren with intellectual disabilities have characteristics as inadequate reactions and the ability to deeply understand the nature of their relationships with others. It is difficult for schoolchildren to understand the interests of a communication partner and to correlate their personal interests with the interests of the collective. Junior schoolchildren with intellectual disabilities adhere to the once prevailing opinion. If it is negative in relation to one of the classmates, then the children cannot change it without outside help and see positive qualities in their friend.

Students with intellectual disabilities tend to be close to their parents. They need their constant help, to which they are accustomed. Children tend to attract the attention of adults, provoke them into constant contact. Most students of primary school age with intellectual disabilities have negative experiences about the emerging interpersonal relationships with peers, which are rather superficial.

Differentiation of business and personal relationships presents particular difficulties for students with intellectual disabilities. The desire of children with intellectual disabilities for interpersonal interaction decreases by the 4th grade. Any attempts to establish interpersonal relationships with peers in children with intellectual disabilities are accompanied by frequent conflicts, frustrating reactions, and a desire for isolation.

Deficiencies in communicative means of communication put younger schoolchildren with intellectual disabilities in a dependent position on more normally developing peers. Normally developing younger schoolchildren are ready from time to time to provide assistance to their classmates with developmental disorders, but generally they are not very friendly: they show a tendency to verbal aggression, forcing other children to do bad things in relation to children with intellectual disabilities.

Students with intellectual disabilities tend to be close to their parents. They need their constant help, to which they are accustomed. Children tend to attract the attention of adults, provoke them into constant contact. Most students of primary school age with intellectual disabilities have negative experiences about the emerging interpersonal relationships with peers, which are rather superficial.

Children with intellectual disabilities in interpersonal communication are focused on the external qualities of classmates, on their behavioral reactions, and not on intellectual or moral characteristics.

Children with intellectual disabilities, in contrast to children with preserved intelligence, more imitate the behavior of their peers, are more dependent on their general mood. Normally developing schoolchildren are pessimistic about communicating with peers with intellectual disabilities as they expect cognitive, communicative, and behavioral problems from this experience of communication.

Thus, difficulties arise in the socialization of persons with intellectual disabilities due to the unwillingness of healthy peers to enter into communication with them, since they do not see much sense in this. The reason for this attitude is improper upbringing: a child with intellectual disabilities is initially placed in different conditions than his normally developing peer, since the cultural environment and a normally developing peer, since the cultural environment and the rules of the sphere of interpersonal relations adopted in society are designed for a normally developing personality. Conflicts are an integral part of the interpersonal relationships of children with intellectual disabilities. They are superficial and insufficiently realized by the students themselves; pronounced manifestations of verbal and physical aggression are accompanied by attempts to offend a peer with their inappropriate behavior. Disobedience, a tendency to antisocial actions provoke the emergence of a communication barrier in the communication of children with intellectual disabilities with normally developing peers.

3. CONCLUSION

Communication problems of children with intellectual disabilities are largely due to a violation of not only intellect, but also speech skills. The development of full-fledged communication is often hampered by the underdevelopment of dialogue speech. Difficulties in dialogical speech are associated with the fact that the student must constantly monitor the development of the interlocutor's thoughts and correlate his speech with his questions and statements. For children with intellectual disabilities, this task is difficult. Students find it difficult to concentrate on the conversation, especially when there are collateral visual or auditory triggers.

REFERENCES

e-ISSN: 2620 3502 p-ISSN: 2615 3785

[1] Азбука общения: Развитие личности ребенка, навыков общения со взрослыми и сверстниками / Л.М. Шипицына, О.В. Защиринская, А.П. Воронова [и др.]. – СПб.: Детство-ПРЕСС, 2002. – 384 с.

- [2] Малофеев Н. Н., Никольская О. С., Кукушкина О. И. Дети с отклонением в развитии в общеобразовательной школе: общие и специальные требования к результату обучения.//Дефектология. 2010. № 5. с. 14–20
- [3] Трофимова. В. И. Психолого-педагогическое сопровождение детей с ограниченными возможностями здоровья в общеобразовательной среде: монография/ В. И. Трофимова-Самара: Современные образовательные технологии, 2011–102с.
- [4] Унковская Е. С. Особенности владения средствами коммуникативной деятельности учащимися младших классов школы VIII вида.//Дефектология.- 2009.- № 4.- с. 19–27
- [5] Педагогика дошкольного образования П.Юсупова